Title I, Part D: Navigating Program Requirements

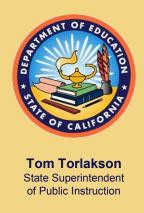## For Agency Administrators

Sponsored by:
California Department of Education
Title I Policy and Program Guidance Office

August 3–4, 2016, Hilda Solis High
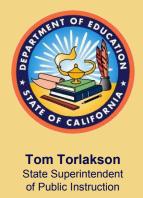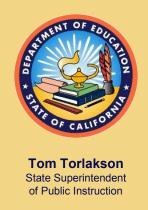August 10–11, 2016, Hiram Johnson High

Presenter

Karen Neilsen
Education Programs Consultant
California Department of Education
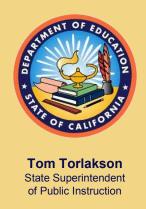
Today's Agenda

- Support and technical assistance (TA)

- Welcome and introductions

- Purpose and desired outcomes of Neglected or Delinquent (NorD)

- NorD in context of Federal Program Monitoring (FPM) Review

- FPM instrument review

- Questions and answers
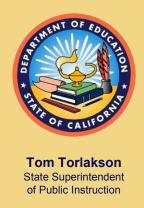
Title I, Part D Purpose

- To provide opportunity for youth to meet the same academic content standards as other students

- To operate high quality programs to prepare youth for secondary school completion, training, employment, or further education

United States Code (US Code) Section 6451
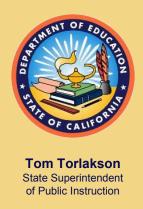
Title I, Part D Purpose (Cont.)

- To provide activities to facilitate the transition of youth from correctional facilities to further education or employment

- To operate programs in local schools for youth returning from correctional facilities; and programs which may serve at-risk youth

Desired Outcomes

N or D children and youth:

- Meet state academic content standards

- Make the transition from institutionalization to further schooling or employment

- Continue their education

FPM Dimensions

Tom Torlakson
State Superintendent
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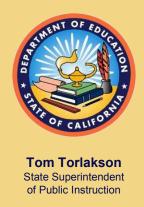
Dimension I – Involvement

Dimension II – Governance & Administration

Dimension III – Funding

Dimension IV – Standards, Assessment, & Accountability

Dimension V - Staffing & Professional Development

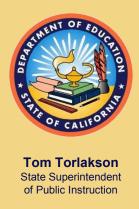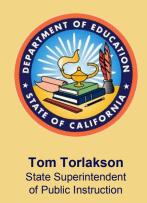Dimension VII – Teaching & Learning

Dimension I Involvement

Dimension I – Involvement

NorD 01: Involvement of Parents

The correctional facility involves parents to improve academic achievement and prevent further delinquency in their children.

Note: Correctional facility is defined as a facility in which persons are confined as a result of a conviction for a criminal offense, including persons under 21 years of age. The term also includes a local public or private institution and community day program or school not operated by the State that serves delinquent children and youth.

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Dimension II
Governance & Administration

Dimension II – Governance and Administration

NorD 02: Coordination of Programs

The correctional facility ensures, where feasible, that educational programs in the correctional facility are coordinated with the student's home school, especially a student with an individualized education program (IEP).

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NorD 03: Special Education Services

The correctional facility notifies the local school if the child is identified as needing special education services.

Dimension II – Governance and Administration

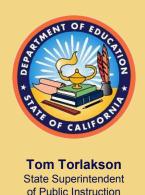## NorD 04: Training, Mentoring, and Work-Related Programs

If appropriate, the correctional facility works with local businesses to develop training, mentoring, and work-related programs for youths and children.

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NorD 05: School Site Council Responsibilities for the Single Plan for Student Achievement

The school site council (SSC) annually develops, reviews, updates, and approves the Single Plan for Student Achievement (SPSA).

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NorD 05: School Site Council Responsibilities for SPSA (con't)

The SPSA contains:

(a) Analysis of academic performance data to determine student needs.

(b) School goals to meet the identified academic needs of students.

(c) Activities to reach school goals that improve the academic performance of students.

(d) Expenditures of funds allocated to the school through the CARS

(e) The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards.
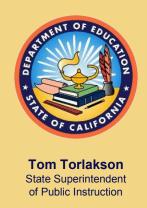
Dimension II – Governance and Administration

NorD 06: School Site Council Composition

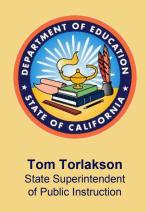**Tom Torlakson**
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The school site council (SSC) is composed of the following members selected by peers:
(a) In elementary schools, half the members are the principal, classroom teachers, and other school personnel. Classroom teachers make up a majority of this group. Half the members are parents or other community members selected by parents.

(b) In secondary schools, half the members are the principal, classroom teachers, and other school personnel. Classroom teachers make up a majority of this group. Half the members are equal numbers of students selected by students and parents or other community members selected by parents.
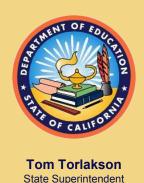
Dimension II – Governance and Administration

NorD 07: Notices in Parents' Languages

When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language.

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Dimension II – Governance and Administration

NorD 08: Equipment Inventory

For all categorical programs, the agency maintains an inventory record for each piece of equipment, with an acquisition cost of $500 or more per unit, that is purchased with state and/or federal funds.
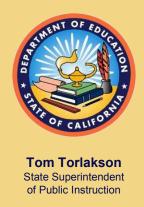
Dimension II – Governance and Administration
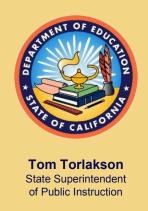
NorD 08: Equipment Inventory (con't)

The record describes the acquisition by:
(a) Type
(b) Model
(c) Serial number
(d) Funding source
(e) Acquisition date
(f) Cost
(g) Location
(h) Current condition
(i) Transfer, replacement, or disposition of obsolete or unusable equipment

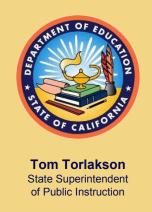**Tom Torlakson**
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Dimension III Funding

Dimension III – Funding

NorD 09: Supplement Not Supplant

The agency uses categorical funds only to supplement, and not supplant, state and local funds for Title I, Part D, Neglected or Delinquent.
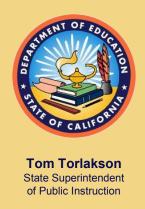
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NorD 10: Coordination with Other Funds

The correctional facility coordinates Title I, Part D, funds with:

(a) Other state and federal funds to provide services to participating children and youths.

(b) Activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.
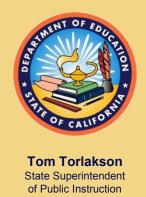
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NorD 11: Uses Funds for Specified Activities

The agency uses Title I, Part D, funds for any of the following activities:

(a) Transition of students from correctional facilities to the school environment in order to complete their education.

(b) Dropout prevention programs that serve at-risk students.

(c) Coordination of health and social services.

(d) Special programs to meet the unique academic needs of participants.

(e) Assistance in securing student loans or grants for postsecondary education.
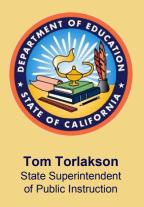
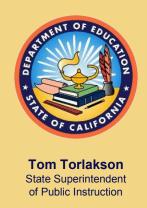(f) Mentoring and peer mediation programs.

Dimension III – Funding

NorD 12: Administrative Charges

The agency must properly charge and document salaries and wages that are reasonable, necessary, and allowable in accordance with applicable program requirements.

2 CFR §§200.403(a), 200.430(i).

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Dimension IV
Standards, Assessment & Accountability

Dimension IV – Standards, Assessments, and Accountability

NorD 13: Agency Program Evaluation

Educational programs of the correctional facility help students meet state academic content standards.

13.1 At least once every three years, the agency evaluates the Neglected or Delinquent Program, disaggregating data by gender, race, ethnicity, and age, to determine its effectiveness with students':
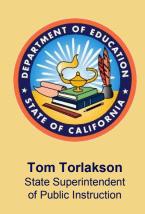
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Dimension IV – Standards, Assessments, and Accountability

NorD 13: Agency Program Evaluation (con't)

- Ability to maintain and improve educational achievement.
- Completion of secondary school requirements and ability to obtain employment.
- Accrual of credits toward promotion and graduation.
- Transition to a regular program or other education program.
- Participation in postsecondary education and job training programs as appropriate.
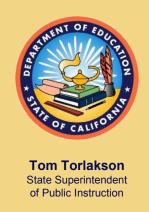
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Dimension IV – Standards, Assessments, and Accountability

NorD 13: Agency Program Evaluation (con't)

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13.2. The agency uses multiple and appropriate measures of student progress in evaluating Neglected or Delinquent Programs.

13.3. The agency submits evaluation results to the California Department of Education.

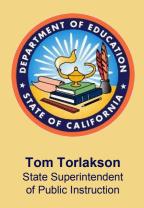13.4. The agency uses evaluation results to improve programs.

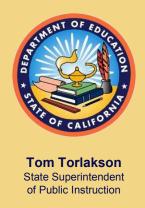# Dimension IV – Standards, Assessments, and Accountability

NorD 14: SSC Annual Program Evaluation and Improvement

The agency and the SSC annually evaluate and determine if the needs of all children have been met by the strategies used in the SPSA, particularly the academic achievement needs of low-achieving students and those at risk of not meeting state academic content standards.

14.1 The SSC uses the analysis of verifiable data to improve and modify the program services to ensure students meet state academic standards.
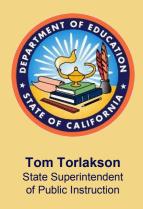
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Dimension V
Staffing & Professional Development

Dimension V – Staffing and Professional Development

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NorD 15: Staffing

The correctional facility has teachers and other qualified staff who are trained to work with children with disabilities.
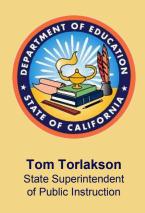
Dimension VII
Teaching & Learning

Dimension VII – Teaching and Learning

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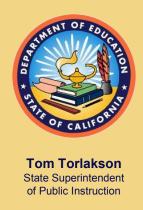
NorD 16: Provides Transitional Assistance

The correctional facility provides transitional assistance, including family services, counseling, drug and alcohol abuse prevention, tutoring, and family counseling, to help the child stay in school.
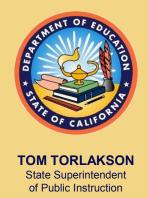
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NorD 17: Provides Support Programs

The correctional facility provides support programs that encourage children who have dropped out of school to re-enter school once their term at the correctional facility has been completed or programs that provide the skills needed to gain employment or high school diploma or its equivalent
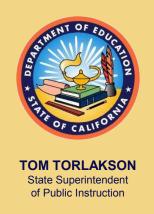
Desired Outcomes and the Program's Impact on the Participants

- Maintain and improve educational achievement

- Accrue school credits

- Transition to a regular program

- Complete secondary school or obtain employment

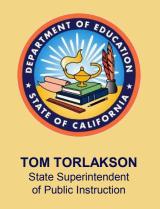- Participate in postsecondary education and job training programs

FPM NorD Review Preparation

- Involve all relevant County Office of Education (COE) and school staff
- Review the specific legal requirements of each NorD item
- Determine which NorD items are applicable and not applicable to your agency and schools
- Take action to address legal requirements
- Collect electronic forms of all associated and required documents
- Review collected documents to confirm whether or not all NorD requirements are met

Uploading and Managing Documents in the CDE Monitoring Tool

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- Provide specific titles and descriptions for each document uploaded to the CDE Monitoring Tool (CMT)

- Upload Associated documents and Required and Suggested documents 30 days prior to the FPM

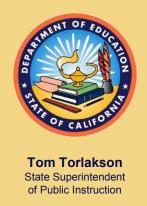- Respond to NorD reviewer requests for additional documentation

Suggestions

Do's

- Use specific titles and file names
- Provide file description
- Address all parts of NorD items and sub-items
- Upload relevant documents only
- Responsd to NorD reviewer requests for additional documentation
- Send comments when uploading additional documents

Don't

- Use generic titles and file names
- Leave description blank
- Only address NorD item title or first paragraph
- Upload documents in a "hit or miss" manner
- Ignore NorD reviewer requests for additional documentation
- Upload additional documents without sending comments

Moving On – Final Thoughts

- Collect good data
- Do thorough evaluations of the data
- Make continuous improvements based on data and evaluations
- Justify expenditures
- Use your support resources

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Links

2016-17 NorD FPM review instrument:
http://www.cde.ca.gov/ta/cr/

Most recent CDE School Site Council and SPSA Guide:
http://www.cde.ca.gov/nclb/sr/le/singleplan.asp

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